Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at http://about.jstor.org/participate-jstor/individuals/early-journal-content.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

SCIENCE

FRIDAY, NOVEMBER 18, 1921.

CONTENTS

What is the Matter with Physics Teaching?: W. S. FRANKLIN ....

Requirements of a Monograph on the Chemistry of Cellulose: LOUIS E. WISE.............. 479

Eugenics—The American and Norwegian Programs: DR. HENRY FAIRFIELD OSBORN...... 482

Samuel Stockton Voorhees: DR. W. F. HILLEBRAND 484

Scientific Events:

Synthetic Organic Chemical Manufacturers' Association of the United States; The Editorship of the "Journal of Industrial Chemistry;" Director of the Harvard College Observatory; A Southern Forest Experiment Station; Organization for Research at the Pennsylvania State College; Sigma Xi Lectures at Yale University.................. 485

Scientific Notes and News.................. 488

University and Educational News............ 490

Discussion and Correspondence:

Latitude and Vertebræ: DR. DAVID STARR JORDAN. *Abstracts and Titles of Scientific Articles from the Librarian's Standpoint*: THE LATE EUNICE R. OBERLY. *Longitudinal Electromagnetic Forces*: DR. CARL HERING. *The Scientific Bureaus of the Government*: DR. CHARLES D. WALCOTT................ 490

Quotations:

Meeting of the American Association in Canada 493

Scientific Books:

Grabau's Text-book of Geology: PROFESSOR H. L. FAIRCHILD........................ 494

Special Articles:

A Precision Determination of the Dimensions of the Unit Crystal of Rock Salt: DR. WHEELER P. DAVEY...................... 497

The American Electrochemical Society: A. D. SPILLMAN 498

The Optical Society of America: DR. IRWIN G. PRIEST 501

MSS. intended for publication and books, etc., intended for review should be sent to The Editor of Science, Garrison-on-Hudson, N. Y.

WHAT IS THE MATTER WITH PHYSICS TEACHING?[1]

THE recent appointment by the National Research Council and by the American Physical Society of committees on the teaching of physics shows that our physicists who are primarily interested in research are beginning to see that something is the matter with the college teaching of physics. The question in everyone's mind is "Why the widespread dislike of physics by college students?" As a long-time member of this society I have had much intercourse with engineering teachers, and I have long had in mind an additional question: "Why the widespread contempt of physics teaching among engineering faculties?"

Before giving my answer to those questions I must point out that there is one kind of contempt of physics teaching among engineering teachers which is to the discredit of engineering teachers themselves, namely, the contempt which many of them have for straight and accurate thinking which does not conform to their own careless ways. When I meet with this contempt, which is much too often, I am sorry to say, I always think of a phrase P. G. Tait used in a discussion he gave many years ago of the perennial question of elementary mechanics. "In defense of accuracy," says Tait, "we must be zealous, even unto slaying." It must be conceded that P. G. Tait's ideas concerning elementary mechanics were and are absolutely correct as far as they go, and, after agreeing to use the word weight to designate the pull of the earth on a body, he never reverted to the usage of the grocer and the coal man. This is a thing many of our en-

---

[1] The opening of a discussion of physics teaching at the Orono meeting of the New England Section of the Society for the Promotion of Engineering Education; autumn, 1921.